

Step 1: Estimate Opportunities for Upward Movement & Challenge
 Approved For Release 2001/08/02 : CIA-RDP82-00357R000800180007-2
 in Career Services & Agency During FY 1971 - 1980.

Actions		Office of Personnel	Each Career Service	Other
1	For each Career Service estimate yearly professional separations within each grade.	X		
2	Prepare a grid of estimated yearly cumulative professional vacancies in each grade.	X		
3	Modify OP loss estimates and prepare revised grid of yearly cumulative professional vacancies (all grades).		X	
4	Prepare grid of cumulative opportunities for upward movement within Directorates and Agency.	X		
SEE ILLUSTRATION				

PROBABLE CUMULATIVE PROFESSIONAL HEADROOM IN EACH GRADE. CAREER SERVICE

During 1970 - 1979*

Grade of Individuals	FY 1970 - 1974						FY 1975 - 1979						Total 1970 - 1979
	1970	1971	1972	1973	1974	Total	1975	1976	1977	1978	1979	Total	
GS-16				1		1							
GS-15	4		2	1	1	8							
GS-14	5	1	2	5	4	17							
GS-13	10	4	8	7	9	38							
GS-12	17	7	8	7	10	49	(Complete as shown for FY 1970-1974).						
GS-11	14	9	10	7	11	51							
GS-10	- 3	9	10	7	11	34							
GS-09	9	9	10	7	11	46							
GS-08	- 2	9	10	7	11	35							
GS-07	13	9	10	7	12	51							
TOTAL	67	57	70	56	80	330							

* Consists of cumulative vacancies plus spaces (plus or minus) available in 1970.

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Step 2: Estimate Differences in Career Services & Agency Between Opportunities for Upward Movement in the 1970's & Number of Professionals Having Potential For Advancement & Development.

	Actions	Office of Personnel	Each Career Service	Other
1	Determine for each careerist having potential if he is promotable one or more times within next ten years and in what years.		X	
2	Determine amount of yearly upward movement needed in each grade to handle promotable employees.		X	
3	Compare yearly number of promotional opportunities within each grade and yearly number of promotable people to determine problem areas. (Identify which grade levels in which years.)		X	
4	Assist Career Services in performing items above and prepare composite of need for upward movement within Directorates and Agency.	X	X	
SEE ILLUSTRATION				

NOTE: Items 1 and 2 are suggested methods only for examination of each careerist's potential for one or more advancements in decade. Individual Career Services may prefer other techniques.

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PROMOTIONAL HEADROOM NEEDED IN EACH GRADE. CAREER SERVICE _____
During 1970 - 1979

Promotion To	FY 1970 - 1974						FY 1975 - 1979						Total 1970 - 1979
	1970	1971	1972	1973	1974	Total	1975	1976	1977	1978	1979	Total	
GS-14**	5	6	9	11	7	38							
GS-13	19	14	11	23	11	78							
GS-12	25	11	14	7	8	65							
GS-11	11	13	19	6	9	58	(Complete as shown for FY 1970-1974)						
GS-10	6	8	3	5	4	26							
GS-09	5	5	9	10	16	45							
GS-08***		6	8	7	9	30							
TOTAL	71	63	73	69	64	340							

* The annual promotional headroom needed within a Career Service at each grade is composite of all professional careerists expected to become ready for promotion within a given year. "Promotional readiness" of each professional careerist is a qualitative judgment of the Career Board, taking into account the time-in-grade he has already served and whether he will move up on a fast track TIG; on an average track TIG; a slow track TIG or not at all. (Prior to plotting the number of promotions which each individual careerist should be expected to become ready for within the next 10 years, the Career Board would establish separate TIG norms for fast, average and slow tracks. In establishing such norms, the Career Board should decide upon appropriate TIG norms according

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to the "good of the service," without regard to the number of vacancies that will be available.)

** It is assumed that the desired GS-15 and GS-16 spaces are mainly based upon organizational considerations rather than the judged promotional readiness of careerists.

*** GS-08 assumed to be first level to which professionals are promoted.

STEP 2. I-L-L-U-S-T-R-A-T-I-O-N

ESTIMATED PROMOTIONAL HEADROOM FOR _____ PROFESSIONALS
IN CAREER SERVICE VERSUS ESTIMATED PROMOTIONAL HEADROOM NEEDED

Move- ment	FY 1970 - 1974			FY 1975 - 1979		
	Promotional Headroom Available	Promotional Headroom Needed	Differ- ence (Short or Long)	Promotional Headroom Available	Promotional Headroom Needed	Difference (Short or Long)
GS-16 GS-15	1 8 (9)	NA* NA*	NA NA			
GS-14	17	38	-21			
GS-13 GS-12	38 49 (87)	78 65 (143)	-40 -16 (-56)			
GS-11 & 10 GS-09 & 08	85 81 (166)	84 75 (159)	+ 1 + 6 (+ 7)			
Total GS-08 thru GS-14	270	340	-70			

* Not applicable. It is assumed that the desired GS-15 and GS-16 spaces are mainly based upon organizational consideration, rather than the judged promotional readiness of SP designees for such positions.

NOTE: From Tables 2 and 3, can construct same data for each year during 1970 - 1979.

Step 3: Determine Causes of Career Service Identifiable Problem
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 Areas Within the Career Services and Agency During 70's.

	Actions	Office of Personnel	Each Career Service	Other
1	Ascertain what if anything should be done about observable imbalances between promotionable opportunities and promotable employees.		X	
2	When appropriate, estimate future levels and categories of new personnel needed after considering expected yearly input levels and planned organizational, functional or technological changes. Identify new skills that need to be acquired in the future by personnel on board.		X	
3	Prepare a Career Service Situation Report for submission to Deputy Director concerned.		X	
4	Assist Career Services to prepare a composite Situation Report for each Directorate and the Agency. Evaluate Agency personnel policies and facilities re adequacy in meeting identifiable problem areas.	X		
5	Take actions and consider policy changes arising from Agency, Directorate and Career Service Situation Reports. Each Career Service Board DTR Deputy Directors Executive Committee and Ex. Dir-Comptroller	X		X X X

Step 4: Ascertain & Provide What Professionals in Career Services Need to Improve Their Capabilities for New & More Responsible Duties (Employee Development Geared to Management Needs).

	Actions	Office of Personnel	Each Career Service	Other
1	Determine how many careerists need to be developed annually to meet expected future Career Service personnel flows.		X	
2	Consider what each professional careerist who has potential to advance one or more grades (discussed in Step 2) needs in the form of specific job experience(s); specific rotational experiences(s); or training (internal and/or external) to develop him for future movement upward.		X	
3	Combine individual job/training needs as outlined in item above into Career Service inventories of training and assignment requirements and use as assignment and training opportunities arise or can be arranged.		X	
4	Assist Career Services as requested and prepare Directorate composite inventories of training and assignment requirements. Likewise prepare Agency inventories.	X		
5	Take follow-up actions required: Each Career Service Board D/TR Deputy Directors Executive Committee and/or Ex. Dir-Comptroller		X	X X X